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# ANNUAL REPORT

## MARYLAND COUNCIL for HIGHER EDUCATION



To His Excellency, THE GOVERNOR  
AND THE GENERAL ASSEMBLY OF THE STATE OF MARYLAND

**BALTIMORE, 1970**

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SIXTH ANNUAL REPORT ,  
OF THE  
MARYLAND COUNCIL FOR HIGHER EDUCATION ,



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HIS EXCELLENCY, THE GOVERNOR  
AND  
THE GENERAL ASSEMBLY  
OF THE  
STATE OF MARYLAND

*1969*  
*Baltimore, Maryland*



STATE OF MARYLAND  
MARYLAND COUNCIL FOR HIGHER EDUCATION

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### MARYLAND COUNCIL FOR HIGHER EDUCATION

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The Honorable Marvin Mandel, Governor  
State of Maryland  
Executive Department  
Annapolis, Maryland 21404

Your Excellency:

In accordance with the provision of the laws of Maryland, the Maryland Council for Higher Education has the honor to present to you and the General Assembly its Sixth Annual Report.

Included in this document is a report of the Council's activities, the nature, progress and results of studies it has undertaken or completed, and appropriate plans and recommendations for higher education in this State.

A milestone was reached by the Council during the past year when it released Maryland's first Master Plan for Higher Education, Phase One. The Council notes with pleasure your commendation and appreciation of its work and your support of the Master Plan as a "sound foundation for the future development of the State's system of higher education". The Council is also appreciative of the resolution of the General Assembly with regard to the Master Plan and the cooperation that the State's higher education boards have shown in responding to the provisions of the Master Plan. Continued study and deliberation by the Council and contributions from many groups and individuals throughout the State are leading the way toward the development of Phase Two of this Plan.

Other major activities of the Council during the past year included release of the Council's study of Maryland's Health Manpower Needs Through the 1980's, publication of An Inventory of Programs in Maryland's Public and Private Universities and Colleges. Two additional studies which will result in additional publications are Long Range Facilities Planning and Library Coordination.

The Council wishes to remember and express its deep sorrow over the death of Senator Sherman E. Flanagan and sincerely regrets the loss of his wisdom and services in behalf of the State and the Maryland Council for Higher Education.

The Council pledges its continued dedication to the task of planning and coordinating the orderly growth of higher education in the State.

Respectfully yours,

A handwritten signature in dark ink, appearing to read "G. Russell Tatum".

Dr. G. Russell Tatum, Chairman



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## CHAPTER I

### INTRODUCTION

Meeting Maryland's higher educational needs through the effective and efficient use of the State's resources is an essential and challenging task. Proper accomplishment of this task involves constant planning and coordination, a responsibility which the Council gladly accepts.

In addition to its regular monthly meetings, the Council has met formally on a number of occasions during the past year with the University of Maryland Board of Regents, the Board of Trustees of the State Colleges, and the State Board for Community Colleges. In addition, the Council has had the benefit of the expertise and experience of a large number of outstanding citizens in Maryland through their membership and involvement in committees through which the Council works. The efforts of the Council, its staff, and in the contributions of leading educators and citizens of the State have culminated in the Master Plan for Higher Education, Phase One. The Council is now pursuing those activities which will lead to the cooperative development of Phase Two. The committee involvement has been augmented to cover additional areas of study, for instance, the Council has created a Federal Programs Committee responsible for recommending a coordinated approach to Federal-State relations in higher education and has set up a Committee on Articulation to promote the smooth and efficient flow of students who may wish to transfer from one institution to another or from one segment to another in pursuit of their degrees.

The effectiveness of the Council's work has been enhanced by the cooperation and participation of the boards of the respective segments in promoting the orderly growth of higher education in accordance with the Master Plan. For instance, the University of Maryland, State Colleges, and the Community Colleges have subscribed to the procedures for instituting and approving new academic programs using the Council's instrument contained in the Master Plan so that unnecessary duplication and waste will be avoided. A great improvement has developed during

the past year regarding the flow of educational information from the respective boards to the Council which will greatly facilitate the Council's development of a higher education information system. The higher education segments are planning in terms of the Council's enrollment projections which have proven to be only 1½% higher than actual enrollments this year.

In this report the Council wishes to highlight the recommendations which it hopes the Executive and Legislative branches will act upon as next steps in implementing important facets of the Master Plan.



## CHAPTER II

### RECOMMENDATIONS

The Council believes that a number of recommendations, some already contained in the Master Plan, require the immediate attention of the Governor and General Assembly. These recommendations are contained in this chapter.

#### **St. Mary's College**

**St. Mary's College should come under the jurisdiction of the Board of Trustees of the State Colleges as of July 1, 1970.**

The Council has taken the position before that the tripartite system of higher education is based upon a board for each segment and that each institution in the State having a role and scope within the framework of the system should be a part of the appropriate segment. The Council recognizes that St. Mary's College was formerly a two-year institution but is now in the process of being accredited as a four-year institution. Since its role and scope is that of a State college, its inclusion in the State college system will more rapidly promote its development in fulfillment of its new role.

#### **Maryland State College**

The Council having analyzed the report of the University of Maryland Committee as part of its own study of Maryland State College, made the following recommendations to the University Board of Regents:

1. **The most appropriate role for Maryland State College is that of a quality four year college.**
2. **The University of Maryland should do everything necessary within the next five years to make Maryland State College a quality institution.**
3. **The University should accelerate its efforts in**

cooperation with Maryland State College to improve the quality of Maryland State. Some suggested steps are: a complete academic review of the institution with a view to establishing an area of program emphasis future development; increased interchange of faculty through appropriate incentives; innovations to improve and modernize the management of the institution; and realignment of support related to those areas in which the institution shows promise of strength.

4. In order to facilitate orderly transfer of Maryland State College to the jurisdiction of the Board of Trustees of State Colleges as of 1975, arrangements should be made between the Board of Regents and the Board of Trustees of State Colleges well in advance of the above date.
5. The Board of the University and the Board of Trustees of State Colleges should explore the development of complementary relationships between Maryland State College and Salisbury State College and should promote further cooperation between the two institutions to the fullest extent possible.

The Council notes that the Board of Regents at its September 25th meeting voted that its approval regarding the future role of Maryland State College be subject to additional information and study given to programs, enrollment projections, and using outside consultants if necessary; and that the Maryland Council for Higher Education give its reaction to the University Committee's report as early as possible. On November 7th, the Council made the recommendations stated above, together with additional information and analysis for the consideration of the Board of Regents. When the study by the University's outside consultants, which is expected in February, 1970, is received, the Council will review the report and make any further recommendations which it considers appropriate from the Council's perspective.

## Strengthening State-Wide Planning and Coordination of Higher Education

At this time, the structure of higher education should be strengthened in terms of planning and coordination by amendment to the present law rather than by legislating the abolition of the existing governing boards and replacing them with a superboard which would assume responsibility for the governance of the University and State colleges. (A proposed amendment of the existing law is included in the Appendix).

The Council recognizes that the Governor's Operating Economy Survey (GOES) recommendations speak to two issues: one, consolidation, and the other, cost benefits. The Council believes that the cost benefits can be achieved without the necessity of creating a superboard. It therefore recommends that efforts be made to achieve these cost benefits, a number of which the Council has already recommended in its Master Plan and other documents, as an expected outcome of planning and coordination.

### Community College Support and Tuition Costs

The State support of community colleges should be increased in order to enable these institutions to improve the quality of their offerings and expand their technical and occupational programs. A formula which takes into account actual operating expenses and the local ability to pay should be developed for this purpose. For the present, the State's share should be fifty percent of the total operating cost up to a maximum of \$20 per full-time equivalent student per week, not in any case to exceed \$300 per full-time equivalent student per term.

The boards of the institutions should revise their tuition charges so that students pay the greatest amount at the University, less at the State colleges, and least at the community colleges.

The Council has spoken to both of these recommendations in its Master Plan and in previous annual reports. In view of

increasing costs, it is important that the State take action now to assure that the burden of increased cost does not fall upon community college students who in several instances are already paying more to attend community colleges than they would if they attended a State college or the State University.

### **Tuition For Out-of-State Students**

**The tuition paid by out-of-state students should be sufficiently greater than that paid by in-state students to reflect the State's investment for its own citizens from its own taxpayers. The differential for out-of-state students should be somewhat in line with the differentials used in other states, because of the reciprocal flow of students among the states. Special arrangements with neighboring states should be explored on a reciprocal basis.**

In a number of instances the differentials for out-of-state tuition have not kept pace with the increased costs assumed by the State's taxpayers. An excessive subsidization of out-of-state students places an unnecessary burden upon Maryland's taxpayers.

### **Support For Existing Medical Schools and Creation of a Task Force to Keep Tabs on Medical Manpower Requirements**

**Adequate support for the State's existing medical and dental schools should be provided while plans are made for additional facilities, programs or expansions.**

The Council felt that before new medical and dental schools are developed, the present schools should be supported so that they may operate to the fullest capacity, the highest quality, and be able to carry out their expected expansions.

**A task force should be immediately constituted to take full responsibility for planning an adequate supply of health manpower. Representation on the task force should include the Maryland Council for**

Higher Education, the University of Maryland, The Johns Hopkins University, the Secretary of Health of the State of Maryland, the Comprehensive Health Planning Agency, the State Planning Department, the Maryland Medical and Chirurgical Faculty, the Maryland Hospital Council, and the Maryland Hospital Education Research Foundation. The task force should continue to press for adequate support for the State's existing medical and dental schools, and should remain constantly alert to Maryland's needs for additional facilities to meet the growing demands for highly trained professionals in the delivery of health care.

The Council received in July reports from The Johns Hopkins Medical School and University of Maryland Medical School indicating a willingness to expand at both facilities from, current class size of 95 to a new class size of 150 students at Johns Hopkins, and at the University of Maryland from the anticipated 155 students in 1971 to 200. Dr. Timothy Baker, consultant to the Maryland Council Health Manpower Committee during its earliest deliberations, has advised the Council that in his view these substantial programs for expansion at the University of Maryland and Johns Hopkins can be expected to meet Maryland's needs through the 1980's.

In view of the above, the Council is not prepared, at this time, to recommend construction of additional facilities for the training of physicians or dentists. At the same time, the Council remains in favor of the development of baccalaureate programs in nursing and commends The Johns Hopkins University for its progress toward the establishment of the School of the Allied Health Sciences. The Council believes that the expansions projected at Johns Hopkins and the University of Maryland are vitally important and must be adequately funded from appropriate sources if Maryland is to remain in the leadership in education for the health professions.

### **Fiscal Planning and Accountability in Higher Education**

**Within the State's ability to support higher education and its willingness to commit funds for that purpose**



within the framework of the State's total financial responsibilities, the budget document should make it possible for internal educational decisions to be made by those primarily responsible for higher education.

The budgetary process should be reoriented so that emphasis is on educational purposes and fiscal plans designed to achieve these purposes in accord with agreed-upon standards and formulas and other objective criteria.

The public institutions of higher education through their governing boards should have flexibility in their responsibility for the operational management of their funds within specified categories of appropriation with corresponding accountability, through a performance audit, for the most effective and efficient use of the State's investment allotted to the institutions.

It is recommended that the Maryland Council for Higher Education, the boards of the respective segments of higher education, the Department of Budget and Fiscal Planning, the Department of State Planning, and other appropriate State agencies work together to improve the fiscal planning, management and accountability in higher education.

### **Student Financial Assistance**

The State's student financial assistance programs should be further coordinated by the merger of the State Scholarship Board and the Maryland Higher Education Loan Corporation.

The Council continues to believe that the functions of these two boards are so interrelated that they should be combined so that students seeking financial assistance will be able to obtain information and assistance through a single source which can plan with them to resolve their needs through scholarships, loans and work study grants.

As the tuition waiver program for teacher education students is phased out, funds should be made available

to the governing boards of the respective public institutions to enable the Student Financial Assistance Officers in the institutions to supplement the existing scholarships and loans with college work-study which will make possible a "package approach" at the institutional level for financially needy students.

Tuition waiver programs for teacher education students in the State's public higher education institutions have been granted to all teacher education students who applied regardless of financial need. If the tuition waiver programs is phased out, there will still be approximately 25 per cent of these potential students who will require financial assistance if they are to attend college. This figure is based on a student survey made for the State Colleges and an analysis of census data. The funding of College work study programs by the State will enable a large number of these and other students to attend college who would not otherwise be able to do so. Further, such a program will enlarge the opportunity for these students to receive additional federal funds which are presently based on a ratio of 80% federal funds to 20% State funds. The Council recommends this program as a good investment on the part of the State.

## CHAPTER III

### PROGRAMS

In reviewing and making recommendations for new educational programs in the State's public institutions of higher learning, the Maryland Council for Higher Education, in cooperation with the governing boards and institutions, has continued to refine its procedures to expedite the processing of proposals, keep duplication to a minimum, and introduce those programs which are relevant to society's changing needs.

#### Current Procedures for Review of New Program Proposals

The Council is initially informed by the appropriate governing board of a new program proposal as soon as it is received from the institution by the board. This enables the Council to advise the governing board as to:

1. the need for such a program in the State
2. the existence of similar programs at other public and private institutions
3. the compatibility of the proposed program with the role and scope of the institution and segment as defined in the Council's Master Plan
4. an indication of its priority for funding
5. a recommendation as to the desirability of continuing development of the projected program

If the governing board decides to develop the projected program, the board provides specific and explicit information in accordance with the Council's "Instrument for Proposing New Programs" which has been accepted by each of the segments.

As a result of this procedure, a number of new programs which were considered by institutions were dropped either on the basis of priority or unnecessary duplication, some were deferred for further development and were later resubmitted. Because of the newness of the State Board for Community



Colleges, and the existence of both a local and a State Board for these institutions, procedures applicable particularly to these institutions are still in the developmental stage.

As a result of the staff work of the Council, the analysis of proposals by the Council's Committee on Role and Scope, and in specialized cases by outside experts and consultants, the following programs were approved during 1969:

*April, 1969*

<i>Institution</i>	<i>Program</i>
Salisbury State College	Major in Psychology, B.A. Degree
Salisbury State College	Major in Spanish, B.A. Degree
Morgan State College	Major in International Studies, B.A. Degree
Morgan State College	Major in Sociology & Social Welfare, B.A. Degree
Morgan State College	Graduate Program in History/With Emphasis on Negro History, M.A. Degree
Morgan State College and Towson State College (Cooperative Program)	Graduate Program for Reading Specialist, M.A. Degree—Morgan M.Ed. Degree—Towson

*July, 1969*

University of Maryland	Graduate (Ph.D.) Program in Agricultural Engineering Graduate (Ph.D.) Program in Computer Science Graduate (Ph.D.) Program in Library Science and Information Services Undergraduate & Graduate (Certificates) Program in Latin American Studies Institute of
------------------------	--

*Institution**Program*

University of Maryland

Criminology, Law Enforcement and Corrections (Undergraduate and Graduate degrees, In-Service Program Seminars, etc., depending upon the nature of the student's registration at the University. The College of Arts & Sciences, Department of Sociology, constitute the academic base from which degrees would be awarded).

*September, 1969*

Bowie State College

Social Work Education (B.A. Degree)

*November, 1969*

Coppin State College

Graduate Program in Correctional Education (M.Ed.)

Morgan State College

Undergraduate Program in History (African-Afro-American Emphasis) B.A.)

Morgan State College  
and

Cooperative Graduate Program in Music Education (Morgan—M.A.; Towson—M.Ed.) Undergraduate Program in Mass Communications (B.S.)

Towson State College

Towson State College

Graduate Program in Biology (M.S.)  
Graduate Program in Geography (M.A.)

*December, 1969*

Towson State College

Baccalaureate Program in Nursing (B.S.)

## Updating Of The Program Inventory

The first **Inventory of Programs in Maryland's Public and Private Universities and Colleges** was published by the Council in January, 1969. This Inventory will be updated periodically to show existing and projected new programs.

## CHAPTER IV

### SPECIAL STUDY ON THE NEED FOR A STATE UNIVERSITY OF METROPOLITAN BALTIMORE

#### Morgan State College: Proposal for University Status

Dr. Martin D. Jenkins, President of Morgan State College, submitted to the Board of Trustees of the State Colleges under the date of January 14, 1969, a recommendation that "Morgan State College be developed as a racially integrated, urban oriented university under the continued control of the Board of Trustees of the State Colleges; that the first steps toward the reorganization be taken by Fiscal Year 1971 and that thereafter the program be implemented as rapidly as is feasible; and that this recommendation be presented to the Maryland Council for Higher Education for review and approval."

#### Subsequent Developments Following the Proposal

Dr. Jenkins' recommendation to the Board triggered the following chain of events:

*January 15, 1969* — Delegate Walter S. Orlinsky introduced in the General Assembly Joint Resolution No. 11, requesting the Council to "include in its development of a Master Plan for Higher Education the expansion of Morgan State College into a university";

*January 17, 1969* — The Board of Trustees of the State Colleges wrote to the Council requesting that the Council "consider Dr. Jenkins' proposal and offer an advisory opinion as to its feasibility together with any comments or suggestions the Council might develop."

*January 24, 1969* — Governor Mandel referred Dr. Jenkins' proposal to the Council, requesting "a report and recommendations from the Council on all of the important aspects of Dr. Jenkins' proposal, including

cost estimates, general feasibility, and the relevance to the established tripartite structure of the public institutions of higher education in the state.”

*February 7, 1969* — Inasmuch as the Governor indicated in his letter to the Council that he would like to have the report no later than September 15, 1969, the Council established, at its first meeting following receipt of the above requests, a special committee to undertake a study of the Morgan proposal.

### **Special Committee Activities**

The Council's special committee immediately held a series of meetings to which the following persons and agencies were invited:

1. President Jenkins and senior members of his administrative staff;
2. Other college and university administrators representing both the private and public sectors of the Maryland system of higher education;
3. Representatives of the Mayor of Baltimore City, the Baltimore Public School System, the Model Cities Agency, the Higher Education Council on Urban Affairs, the Greater Baltimore Committee, the Baltimore Urban League, the Urban Coalition, and the Chamber of Commerce of Metropolitan Baltimore;
4. Administrators of the Urban Institute of Washington, D.C.;
5. Dr. Lawrence Dennis, Chancellor of State Colleges for Rhode Island and the official observer of the Middle States Association Term for the Case Study of Morgan State College, March 17-20, 1968.

Following these consultations, the special committee met on several occasions and submitted the following report to the Council.

## REPORT OF THE COUNCIL'S SPECIAL COMMITTEE

Early in the course of our discussions, it became clear that the questions raised by the Morgan Proposal could not be dealt with adequately by considering Morgan State College in isolation. The questions of urban orientation, racial integration, and university status all have repercussions on other educational institutions in the Baltimore Metropolitan area and in the State as a whole. This point was further emphasized during the consideration by the Council this spring of the future of Coppin State College, when it was agreed that recommendations on Coppin should await the report of the *ad hoc* Committee on the Morgan Proposal.

In brief summary, it is our conclusion that the broad objectives of the Morgan Proposal are eminently sound and their accomplishment is indispensable to the achievement of a satisfactory system of higher education for the citizens of Maryland. To accomplish these objectives, however, we are convinced that a new and broader framework is required, incorporating all the public four-year degree-granting institutions of the Metropolitan Baltimore area.

To this end, we recommend the establishment of the State University of Metropolitan Baltimore, including as major units the present campuses of Morgan State College, Towson State College, Coppin State College, and the University of Maryland in Baltimore County.

### Analysis of the Morgan State College Proposal

The Committee endorses the basic objectives of the Morgan Proposal as set forth in Dr. Jenkins' memorandum of January 14, 1969. We are impressed by the concept of an urban oriented public university as a late 20th Century counterpart to the rural

oriented land grant institutions of the past century. Urban orientation has three components, all well identified in the Morgan Proposal:

- (1) An ample quantity and diversified range of educational opportunities for students from urban backgrounds;
- (2) educational and training programs, both full and part-time, looking toward urban careers in both private and public employment and helping to upgrade those already employed;
- (3) research activities applied to the challenging problems, both physical and social, of urban development and urban living.

The goal of genuine racial integration in higher education is a legal and moral commitment which has the unequivocal support of the Maryland Council for Higher Education. The well-known facts of persistent racial imbalance in the various educational institutions in Maryland and discussion in recent meetings of the Council emphasize the need for accelerated action to translate this goal into reality. This is a factor of major importance in consideration of the Morgan State College Proposal.

Our discussions with representatives of public and private agencies from Metropolitan Baltimore and with persons acquainted with urban higher education and urban problems nationally have convinced us that there is indeed a need for wider opportunities in public higher education in the Baltimore Metropolitan area, especially directed toward urban careers, and growing opportunity for productive research contributions to the solution of urban problems.

We have not been persuaded, however, by the proposal that Morgan State College alone can or should become "the public university serving Baltimore City", or that the objectives summarized above would in fact be accomplished by the adoption of the status or name "university", while keeping Morgan a part of the existing State College system under the



purview of the Board of Trustees of the State Colleges. Our conclusion on this point is based on the following considerations:

- (1) Urban orientation in higher education must encompass the whole Metropolitan area, including the suburban reaches as well as Baltimore City. Both in the United States and abroad, it has become crystal clear that neither the physical nor the social problems of urban life — water and air pollution, transportation, employment, housing, health, recreation, or education — can be solved within the framework of the cities alone. These problems must be dealt with on a wider metropolitan basis. The framework of urban oriented higher education should be designed accordingly.
- (2) Genuine racial integration is unlikely to be achieved by dealing with the State's individual campuses in isolation. Geography and tradition have a strong built-in inertia, which can be overcome only through vigorous programs of specialization and faculty and student interchange consciously designed to achieve racial integration.
- (3) The title "university" would be inappropriate for the structure and functions of Morgan State College alone, even as amplified in the detail set forth in the Morgan State College Proposal. It is true that the word "university" has come to be used in the United States by many types of institutions, including in several states a number of former Teachers Colleges which in practice have scarcely changed their programs.

The United States Office of Education in 1968 defined a university as follows: "A complex institution of higher education which has as its purposes: (1) instruction, particularly instruction beyond the Bachelor's level; (2) research for the discovery of new knowledge; (3) service in making its instructional and research capabilities



available and useful to society. The University confers advanced degrees as well as Bachelor's degrees in a variety of disciplines from the liberal arts and the sciences and it provides at least two degree-granting professional schools that are not exclusively technological."

It has been argued that, in recent years, the American system of higher education in many states has witnessed the evolution of a new category of "emerging university", somewhere between the state colleges and the traditional state universities. It has been argued with at least equal persuasiveness that the indiscriminate use of the title "university" for institutions with none of the characteristics set forth by the Office of Education has been of no significant value to the institutions concerned and has merely diluted the term and confused the general public.

Within the Maryland context, we are specifically concerned that the change of title of Morgan State College would simply lead to similar changes for the other five State Colleges without any real counterpart in form, function or significant advance toward the important substantive objectives of the Morgan State College Proposal. The pressure would evidently begin with Towson State College, whose present enrollment in both Bachelor's and Master's degree programs substantially exceeds that of Morgan.

### **The Recommended Alternative: The State University of Metropolitan Baltimore**

The basic problem confronting the State is how best to build a framework to meet the future needs of higher education in an increasingly urbanized society, including the types of needs so well identified in the Morgan State College Proposal. In arriving at the Committee's recommendations, we considered five alternatives: (1) retaining Morgan State College and the other parts of the structure without change; (2) retaining the present structure but encouraging Morgan State College to develop its Urban Studies Institute and related educational and training programs for urbans needs; (3) granting to Morgan State the status of a "university" and placing it under the Board of Regents of the University of Maryland; (4) creating a "Baltimore Metropolitan

University” based on the three present State College campuses in the metropolitan area — Morgan, Towson and Coppin, either under the Board of Trustees of State Colleges or the University of Maryland’s Board of Regents; and (5) creating a new, urban oriented metropolitan university bringing together the above three State Colleges and the University of Maryland in Baltimore County.

Our considered conclusion favors the fifth alternative. We believe that the needs of the coming decades call for a departure from the tripartite system of public higher education in Maryland as thus far envisaged. In the same way that in their time the Midwestern states typically developed two parallel universities — one for the broad needs of higher education in the state as a whole (such as the University of Michigan, the University of Indiana, or the University of Iowa) and one for more specialized agricultural education (Michigan State, Purdue, or Iowa State) — so now we believe that Maryland can best be served by the creation of a new, urban oriented State University of Metropolitan Baltimore (SUMB) parallel with but not directly competing with the University of Maryland.

The SUMB should be organized from the start with a multi-campus, federal structure. It should incorporate the four present public institutions in the Metropolitan area offering Bachelor’s or Master’s degrees: Morgan State, Towson State, Coppin State, and the UMBC. It should be governed by its own Board of Governors, with a Chancellor as its administrative head. Each of the several campuses should have its own President, who would report to the Chancellor and with him to the new Board of Governors.

The composition of the Board of Governors should be consonant with the Metropolitan orientation of SUMB and should also facilitate close cooperation between it, the University of Maryland, the State Colleges, the community colleges, and private educational institutions. There should be an overlap in membership with the University of Maryland’s Board of Regents, the other two state-wide Boards of Trustees, and the Governing Board of the Community College of Baltimore City, together with representation from various sectors of public and private community interest in the Metropolitan area.

The Central administration of SUMB should be responsible for overall program and budget development, with emphasis on specialization and exchange among the various campuses; the external relations of the University; and the provision of common services. The day-to-day administration of each campus, including faculty recruitment, student relations, and program execution should be the responsibility of the individual campus components.

The programs should include from the start all the present programs of the four component units, which would be progressively supplemented by additional urban oriented programs at the Bachelor and Master degree levels, and a variety of evening, part-time, and non-degree training courses along the lines suggested in the Morgan Proposal. The possibility of Ph.D. and equivalent professional programs in fields of special urban interest would remain open, but SUMB would not be expected to develop the full range of arts and sciences Ph.D. programs. These would be reserved for the University of Maryland.

One working relationship of special importance would be that between SUMB and the community colleges in the Metropolitan area. As suggested in Phase One of the Master Plan, remedial and compensatory education should be a major responsibility of the community colleges, but there should be the closest possible linkage with SUMB in order to provide a wider range of urban educational opportunities, especially for students with educationally disadvantaged backgrounds.

On the research side, SUMB should establish a university-wide Urban Institute, which would also develop research projects jointly with other appropriate institutions in the area. As an interim step, leading in this direction, the Morgan State College Urban Studies Institute might well be given additional financial support so as to provide a stronger basis for the ultimate SUMB Urban Institute.

In arriving at these recommendations, the Committee has borne in mind the Council's statutory responsibility to prepare "programs for the orderly growth and overall development of the State system of public higher education to meet trends in

population and the changing social and technical requirements of the economy.”

We do not have the necessary data on numbers of students, full-time and part-time curricular offerings, or specific research projects to make an estimate of the costs of establishing the SUMB along the lines recommended herein, but it is clear that this recommended structure would permit any given combination of educational and research activities for the Baltimore Metropolitan area to be organized more efficiently, and therefore at lower cost in relation to benefits, than the present structure of separate institutions. The recommendations, therefore, are consistent with the statutory charge to the Council to advise on “the most effective and economical employment of existing educational facilities.”

If this recommendation is endorsed by the Maryland Council for Higher Education and approved in principle by the Governor and the General Assembly, after such further consultation and advice as they may deem appropriate, the indicated implementing action would be to designate forthwith the SUMB Board of Governors and Chancellor and to charge them with responsibility for developing a detailed plan of organization, program, operation, and financing for consideration by the appropriate authorities. It is not unreasonable to suppose that a new form of urban oriented university might secure special financial assistance from federal government sources.

The Committee Recognizes that this recommendation looks to a radical innovation in the structure of higher education in Maryland. In our opinion, however, some such innovation is called for by the educational challenge of the American metropolis, and it would be well for Maryland to take imaginative leadership in designing new and more effective ways to meet that challenge.

In conclusion, the Committee wishes to express its deep appreciation to Dr. Martin D. Jenkins and his colleagues at Morgan State College for the highly constructive way in which they have approached the problems of higher education in the Baltimore area. Only as a result of their initiative has it been

possible to develop the even more far-reaching recommendations set forth in this report.

Respectfully submitted,

William P. Chaffinch, Chairman

Dr. Lincoln Gordon

Joseph A. Sellinger, S.J.

Dr. Henry C. Welcome

On July 25, 1969, the Council accepted the Committee's report for purposes of transmittal to the Governor and to the Board of Trustees of State Colleges, and also authorized its public release, making clear that the Council itself had not yet taken a position on the Committee's recommendations. It was also determined to arrange special meetings for discussion of the Committee report with the Board of Regents and senior administrators of the University of Maryland and with the Board of Trustees and the presidents of the State colleges, and thereafter to schedule a general public hearing on the recommendations. When the year closed, the Council had not yet arrived at its own position on this matter.



## CHAPTER V

### STATISTICAL EVIDENCE

#### Enrollments — Degrees Conferred — Post-High School Plans of Seniors — Support — Facilities

##### *Full-Time Undergraduates*

The number of 1968 full-time Undergraduates in all Maryland institutions increased 9% over 1967, from 63,835 to 69,570 students. The percentage increase in the public colleges was 8.1% in the four-year colleges, and 23.1% in the two-year colleges. In total, although there were large individual variations, the private colleges remained relatively stable, with a 3.3% increase in the two-year colleges, and a 0.3% decrease in the four-year colleges. These data are detailed in Table 1.

##### *Full and Part-Time Graduates*

The full-time graduate enrollment in Maryland in fall, 1968 was 10,933; 8,382 in public institutions, and 2,551 in private institutions. The part-time graduate enrollment was 4,016 in public institutions, and 3,932 in private institutions making a total part-time enrollment of 7,948. These data are detailed in Table 2.

##### *Distribution of Undergraduate Students*

Table 3 shows that distribution of the full-time undergraduates was 79% in public institutions and 21% in private institutions in fall, 1968. This distribution represents a 2% increase in the public institutions with a corresponding decrease in the private institutions since fall, 1967. Table 3 also shows that 70.0% of the part-time undergraduates were enrolled in public institutions and 30.0% in private institutions. This distribution, likewise represents a 2% increase in public enrollment with a corresponding decrease in private enrollment since fall, 1967. If one looks at the four-year change from fall, 1964, the public share of the distribution of full-time undergraduates has

TABLE 1

FULL-TIME UNDERGRADUATE ENROLLMENT AT STATE APPROVED MARYLAND  
COLLEGES AND UNIVERSITIES BY TYPE, LOCATION, AND PERCENTAGE INCREASE - FALL 1968

Local Unit	Name of Institution	Fall 1967	FALL, 1968 FULL-TIME UNDERGRADUATE ENROLLMENT							
			TWO-YEAR				FOUR-YEAR			
			PUBLIC		PRIVATE		PUBLIC		PRIVATE	
			Number	Percent Change	Number	Percent Change	Number	Percent Change	Number	Percent Change
TOTAL (Fall 1968-69,570)		63,835	14,712	23.1	404	3.3	40,013	8.1	14,441	-0.3
Allegany County	Allegany Community College	353	352	-0.3						
	Frostburg State	1,739					1,929	10.9		
Anne Arundel County	Anne Arundel Community College	658	871	32.4						
	St. John's College	301							300	-0.3
Baltimore City	Baltimore College of Commerce	269							300	11.5
	Baltimore Hebrew College	48								
	College of Notre Dame	789							53	10.4
	Community College of Baltimore	2,186	2,716	24.2					729	-7.6
	Coppin State College	563	645	14.6						

TABLE 1

FULL-TIME UNDERGRADUATE ENROLLMENT AT STATE APPROVED MARYLAND  
COLLEGES AND UNIVERSITIES BY TYPE, LOCATION, AND PERCENTAGE INCREASE - FALL 1968

Local Unit	Name of Institution	Fall 1967	FALL, 1968 FULL-TIME UNDERGRADUATE ENROLLMENT					
			TWO-YEAR			FOUR-YEAR		
			PUBLIC		PRIVATE		PUBLIC	
			Number	Percent Change	Number	Percent Change	Number	Percent Change
Baltimore City (Cont.)	Eastern College	202						152 -24.8
	Johns Hopkins University	1,810						1,887 4.3
	Loyola College	1,008						1,040 3.2
	Maryland Institute	773						850 10.0
	Morgan State College	3,434					3,455 0.6	
	Mount Saint Agnes College	396						355 -10.4
	Ner Israel Rabbinical College	221						225 1.8
	Peabody Institute	289						268 -7.3
	St. Mary's Seminary and University	415						327 -21.2
	University of Baltimore	2,548						2,433 -4.6



Baltimore County	University of Maryland Baltimore City	488								519	6.4
	Catonsville Community College	1,155	1,533	32.7							
	Essex Community College	623	1,009	60.3							
	Goucher College	986								1,010	2.4
	Mount Providence Junior College	53			29			-45.3			
	St. Charles College										
	St. Peter's College	26									
	Towson State College	4,265							4,764		11.7
	Trinitarian College	17			12			-29.4			
	University of Maryland, Baltimore County	1,352							1,614		19.4
	Villa Julie College	204			204			0.0			
Carroll County	Western Maryland College	820								934	13.9
Cecil County	Cecil Community College		8								

TABLE 1

FULL-TIME UNDERGRADUATE ENROLLMENT AT STATE APPROVED MARYLAND  
COLLEGES AND UNIVERSITIES BY TYPE, LOCATION, AND PERCENTAGE INCREASE - FALL 1968

Local Unit	Name of Institution	Fall 1967	FALL, 1968 FULL-TIME UNDERGRADUATE ENROLLMENT					
			TWO-YEAR			FOUR-YEAR		
			PUBLIC		PRIVATE		PUBLIC	
			Number	Percent Change	Number	Percent Change	Number	Percent Change
Charles County Frederick County	Charles County Community College	170	201	18.2				
	Frederick Community College	237	362	52.7				
	Hood College	746						
	St. Joseph College	636						
	Mt. St. Mary's College	852						
Harford County	Harford Junior College	711	820	15.3				
Kent County	Washington College	610						
Montgomery County	Columbia Union College	772						
	Montgomery College Takoma Park	856	1,054	23.1				
							731	-2.0
							541	-14.9
							931	9.3
							605	-0.8
							770	-0.4

Prince George's County	Montgomery College Rockville	1,943	2,399	23.5	83	-8.8		
	Xaverian College	91						
	Bowie State College	599					719	20.0
	Prince George's Community College	2,288	2,391	4.5				
	University of Maryland, College Park	22,883					24,582	7.4
Queen Anne's County	Chesapeake College	134	250	86.6				
St. Mary's County	St. Mary's College of Maryland	355					397	11.8
Somerset County	Maryland State College	646					639	-1.1
Talbot County	Kirkland Hall College				76			
Washington County	Hagerstown Junior College	638	746	16.9				
Wicomico	Salisbury State	677					750	10.8

Source: Data Based on Higher Education General Information Survey (HEGIS) Reports on File at Maryland Council for Higher Education.

TABLE 2  
FULL-TIME AND PART-TIME GRADUATE AND FIRST PROFESSIONAL OPENING FALL  
ENROLLMENTS IN MARYLAND'S PUBLIC AND PRIVATE HIGHER EDUCATIONAL INSTITUTIONS-1968

Institution	Full-Time	Part-Time	Total
STATE-TOTAL	10,933	7,948	18,881
PUBLIC-TOTAL	8,382	4,016	12,398
STATE COLLEGE-TOTAL	86	3,029	3,115
Bowie State College	4	383	387
Coppin State College	13	193	206
Frostburg State College	0	558	558
Morgan State College	25	430	455
Salisbury State College	0	115	115
Towson State College	44	1,350	1,394
UNIVERSITY OF MARYLAND-TOTAL	8,296	987	9,283
College Park Campus (1)	6,413	468	6,881
Baltimore Professional Sch. (1)	1,883	514	2,397
Baltimore County Campus	0	5	5
PRIVATE-TOTAL	2,551	3,932	6,483
Eastern College	87	265	352
Goucher College	33	0	33
Johns Hopkins University	1,868	1,647	3,515
Loyola College	13	712	725
Maryland Institute College of Art	39	5	44
Ner Israel Rabbinical College	24	2	26
Peabody Conservatory of Music	41	59	100
St. Mary's Seminary University	281	55	336
University of Baltimore	0	688	688
Western Maryland College	2	499	501
Woodstock College	163	0	163

TABLE 3  
NUMBER AND PERCENT OF UNDERGRADUATE STUDENTS  
ENROLLED IN STATE APPROVED MARYLAND COLLEGES AND  
UNIVERSITIES—FALL 1968 BY TYPE AND CONTROL OF INSTITUTION

	NUMBER OF STUDENTS			% OF TOTAL	
	Total	Public	Private	Public	Private
Total Undergraduates	106,139	80,321	25,818	75.7	24.3
Total Full-Time Undergraduate	69,570	54,725	14,845	78.7	21.3
Total Part-Time Undergraduate	36,569	25,596	10,973	70.0	30.0
TWO-YEAR COLLEGES					
Full-Time Students	15,116	14,712	404	97.3	2.7
Part-Time Students	11,993	11,779	214	98.2	1.8
FOUR-YEAR COLLEGES					
Full-Time Students	54,454	40,013	14,441	73.5	26.5
Part-Time Students	24,576	13,817	10,759	56.2	43.8
State Colleges*					
Full-Time Students	12,659	12,659			
Part-Time Students	2,984	2,984			
University of Maryland (Including all Branches)					
Full-Time Students	27,354	27,354			
Part-Time Students	10,833	10,833			

\*Includes St. Mary's College of Maryland

SOURCE: Based on Higher Education General Information Survey (HEGIS) Reports on File at Maryland Council for Higher Education.

increased from 72% to 79%, and the total full-time and part-time undergraduates from 66% to 76%.

### *Degrees Conferred 1968-69*

Between July 1, 1968 and June 30, 1969, there were 12,078 Bachelor Degrees conferred in Maryland institutions (Table 4). In the same period, 2,497 Master's Degrees were conferred (Table 5); 776 First Professional Degrees were conferred (Table 6); and 500 Doctor's Degrees were conferred (Table 7). The Maryland institutions conferred 2,443 associate degrees and other formal awards in this period (Table 8).

An analysis of the data reveals that one Bachelor's Degree was conferred for every seven undergraduate students enrolled in four year colleges in fall, 1968, and one Master's, First Professional, or Doctor's Degree for every 4.4 graduate students enrolled in fall, 1968. The total degrees conferred between July 1, 1968 and June 30, 1969 represent increases in "total degree production" since 1961 when there was one degree conferred for every 7.8 students as compared to one degree conferred for every 6.3 students enrolled in 1968.

### *Post-High School Plans of Seniors in Maryland Schools, 1969*

The fifth annual Survey of Post-High School Plans of Seniors in Maryland Schools was conducted in June, 1969. The results of the senior's selections of Maryland Colleges by County are given in Tables 9, 10, and 11.

The plans show in summary that 15.3% of the high school seniors selected Maryland public community colleges as first choice for attending full-time next year, 7.3% chose State Colleges — including Maryland State and St. Mary's, and 9.3% chose Branches of the University of Maryland, 3.6% chose private institutions in Maryland, and 4.6% chose other private institutions — primarily non-degree institutions not listed on the survey form.

	Agriculture	Biological Science	Business & Commerce	Education	Engineering	English & Journalism	Fine & Applied Arts	Foreign Language & Literature	Health Professions	Mathematical Sciences	Physical Sciences	Psychology	Social Sciences	All Other	Total
BETWEEN JULY 1, 1968 AND JUNE 30, 1969, BY MAJOR FIELD OF STUDY, BY INSTITUTION															
STATE TOTAL	91	564.5	1,687.5	2,228.5	601	863	403	318	408	424	306.5	460.5	2,035	1,687.5	12,078
Baltimore Coll. of Commerce	—	—	164	—	—	—	—	—	—	—	—	—	—	—	164
Baltimore Hebrew College	—	—	—	—	—	—	—	2	—	—	—	—	—	—	2
Columbia Union College	—	8	41	37	—	7	2	3	47	3	6	12	12	28	206
Eastern College	—	—	32	—	—	—	—	—	—	—	—	—	—	—	32
Goucher College	—	17.5	—	17.5	—	25	25	23	—	7	9.5	14.5	63	10	212
Hood College	—	12	—	28	—	22	25	22	—	18	2	19	43	16	207
Johns Hopkins University	—	113	59	13	198	36	—	6	14	19	40	33	141	26	698
Loyola College	—	20	170	—	37	37	2	2	—	27	28	31	124	—	441
Md. Inst. College of Art	—	—	—	33	—	—	129	—	—	—	—	—	—	—	162
Mt. St. Agnes College	—	4	—	33	—	11	—	4	14	6	8	6	18	—	104
Mt. St. Marys College	—	21	30	—	—	41	—	1	—	5	6	—	86	20	210
Ner Israel Rabbinical Coll.	—	—	—	—	—	—	—	—	—	—	—	—	—	12	12
College of Notre Dame of Md.	—	24	—	63	—	33	18	12	—	6	7	14	49	—	226
Peabody Conserv. of Music	—	—	—	17	—	—	33	—	—	—	—	—	—	—	50
St. Johns College	—	—	—	—	—	—	—	—	—	—	—	—	—	41	41
St. Joseph College	—	7	11	30	—	13	—	5	39	8	6	—	20	12	151
St. Marys Seminary Univ.	—	—	—	—	—	—	—	—	—	—	—	—	—	86	86
University of Baltimore	—	—	540	—	—	18	—	—	—	—	—	32	70	—	660
Washington College	—	10	—	—	—	29	3	10	—	6	10	22	67	15	172
Western Maryland College	—	31	—	9	—	24	9	14	—	20	7	14	51	3	182
U.S. Naval Academy	—	—	—	—	52	2	—	16	—	25	47	—	26	717	885
Bowie State College	—	—	—	77	—	6	—	—	—	—	—	—	22	—	105
Coppin State College	—	—	—	83	—	1	—	—	—	—	—	—	7	7	98
Frostburg State College	—	22	—	165	—	19	4	10	—	19	4	18	47	10	318
Morgan State College	—	24	45	178	—	23	7	27	—	58	22	22	118	36	560
Salisbury State College	—	6	—	61	—	17	—	—	—	17	1	—	33	4	139
Towson State College	—	39	11	454	—	107	25	55	—	71	15	50	182	—	1,009
University of Maryland	84	201	571.5	879	351	388	121	106	294	99	87	173	831	639.5	4,825
Maryland State College	7	5	13	51	—	4	—	—	—	10	1	—	25	5	121

SOURCE: HEGIS 1969, Revised.

SOURCE: HEGIS 1969, Revised.



TABLE 5

MASTER'S DEGREES CONFERRED IN MARYLAND INSTITUTIONS  
BETWEEN JULY 1, 1968 AND JUNE 30, 1969, BY MAJOR FIELD OF STUDY, BY INSTITUTION

	Agriculture	Biological Science	Business and Commerce	Computer Science & Systems Analysis	Education	Engineering	English & Journalism	Fine & Applied Arts	Foreign Language & Literature	Geography	Health Professions	Home Economics	Library Science	Mathematical Science	Philosophy	Physical Science	Psychology	Religion	Social Science	Broad General Curr. & Miscellaneous	TOTAL
STATE TOTAL	17	55	128	1	847	121	124	74	63	1	196	20	129	98	8	63	18	18	378	138	2,497
Coppin State College	—	—	—	—	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	8
Frostburg State College	—	—	—	—	79	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	79
Goucher College	—	—	—	—	31	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	31
Johns Hopkins University	—	—	67	—	98	39	48	—	38	—	104	—	—	16	5	35	5	—	114	117	706
Loyola College	—	20	—	—	135	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	144
Md. Inst. Coll. of Art	—	—	9	—	—	—	—	19	—	—	—	—	—	—	—	—	—	—	—	—	144
Morgan State College	—	—	—	—	24	—	8	—	—	—	—	—	—	14	—	—	—	—	11	21	32
Ner Israel Rabbinical Coll.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	—	—	3
Peabody Conserv. of Music	—	—	—	—	5	—	—	19	—	—	—	—	—	—	—	—	—	—	—	—	24
Salisbury State College	—	—	—	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2
St. Mary's Seminary & Univ.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	7	—	—	7
Towson State College	—	—	—	—	108	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	108
University of Maryland	17	33	52	1	308	82	64	36	25	1	92	20	126	64	3	28	13	—	251	—	1,216
Western Maryland College	—	2	—	—	36	—	4	—	—	—	—	—	3	4	—	—	—	—	2	—	51
Woodstock College	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	8	—	—	8

SOURCE: HEGIS 1969, Revised.

TABLE 6  
FIRST PROFESSIONAL DEGREES CONFERRED IN MARYLAND INSTITUTIONS  
BETWEEN JULY 1, 1968 AND JUNE 30, 1969, BY MAJOR FIELD OF STUDY, BY INSTITUTION

	Dentistry	Medicine	Law	Theology	Total
STATE TOTAL	91	211	420	54	776
Eastern College	-	-	115	-	115
Johns Hopkins University	-	- 91	-	-	91
Ner Israel Rabbinical College	-	-	-	10	10
St. Mary's Seminary & Univ.	-	-	-	15	15
University of Baltimore	-	-	136	-	136
Woodstock College	-	-	-	29	29
University of Maryland	91	120	169	-	380

SOURCE: HEGIS 1969, Revised.

TABLE 7  
DOCTOR'S DEGREES CONFERRED IN MARYLAND INSTITUTIONS  
BETWEEN JULY 2, 1968 AND JUNE 30, 1969, BY MAJOR FIELD OF STUDY, BY INSTITUTION

	Agriculture	Biological Sciences	Business & Commerce	Education	Engineering	English & Journalism	Fine & Applied Arts	Foreign Language & Literature	Geography	Health Professions	Mathematical Sciences	Philosophy	Physical Sciences	Psychology	Religion	Social Sciences	Gen. Curriculum Miscellaneous	TOTAL
STATE TOTAL	19	74	4	69	67	15	5	28	6	19	27	6	78	18	2	56	7	500
Johns Hopkins University	—	37	—	1	28	8	3	25	5	17	9	6	29	5	—	21	7	201
Ner Israel Rabbinical Coll.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	2
Peabody Conservatory of Music	—	—	—	—	—	—	2	—	—	—	—	—	—	—	—	—	—	2
University of Maryland	19	37	4	68	39	7	—	3	1	2	18	—	49	13	—	35	—	295

SOURCE: HEGIS 1969, Revised.

TABLE 8

ASSOCIATE IN ARTS DEGREES AND OTHER FORMAL AWARDS CONFERRED IN MARYLAND  
INSTITUTIONS BETWEEN JULY 1, 1968 AND JUNE 30, 1969 BY CURRICULUM, BY INSTITUTION

	ASSOCIATE DEGREE		OCCUPATIONAL CURRICULUMS					OCCUPATIONAL CURRICULUMS BELOW SEMI- PROFESSIONAL	Grand Total
	Arts	Other	Engineering	Science	Health	Business And Commerce	Other		
STATE TOTAL	1,664	4	72	35	137	323	82	126	2,443
Allegany Community College	41	—	4	2	—	6	—	—	53
Anne Arundel Community College	89	—	—	—	—	—	—	—	89
Baltimore College of Commerce	4	—	—	—	—	6	—	—	10
Baltimore Hebrew College	4	—	—	—	—	—	—	—	4
Catonsville Community College	133	—	14	4	33	24	1	—	209
Charles Cty. Community College	25	3	—	—	—	—	—	—	28
Chesapeake College	38	—	—	—	—	1	—	—	39
Columbia Union College	—	—	—	—	—	2	—	—	2
Community College of Baltimore	207	—	33	6	23	70	66	33	438
Eastern College	3	1	—	—	—	—	—	—	4
Essex Community College	122	—	—	—	—	—	—	—	122
Frederick Community College	44	—	—	—	8	14	—	—	66
Hagerstown Junior College	114	—	3	—	—	9	2	—	128
Harford Junior College	99	—	3	—	5	15	—	21	143
Kirkland Hall College	2	—	—	—	—	—	—	2	4
Montgomery Coll.-Takoma Park	186	—	—	—	—	—	—	1	187
Montgomery Coll.-Rockville	239	—	—	—	—	—	—	4	243
Mt. Providence Junior College	17	—	—	—	—	—	—	—	17
Ner Israel Rabbinical College	—	—	—	—	—	—	2	—	2
Prince George's Community Coll.	154	—	15	—	13	90	—	—	272
St. Mary's College of Md.	3	—	—	—	—	—	—	—	3
University of Baltimore	15	—	—	—	—	32	—	—	47
University of Maryland	26	—	—	23	55	—	—	—	104
Villa Julie College, Inc.	81	—	—	—	—	54	11	65	211
Xaverian College	18	—	—	—	—	—	—	—	18

SOURCE: HEGIS 1969, Revised.

TABLE 9

PERCENT OF 1969 MARYLAND HIGH SCHOOL SENIORS SELECTING PUBLIC COMMUNITY COLLEGES IN MARYLAND  
AS A FIRST CHOICE, BY COLLEGE AND COUNTY OF HIGH SCHOOL ATTENDANCE

	Allegany Community	Anne Arundel	Catonsville Community	Cecil Community	Charles County Community	Community Coll. of Balto.	Chesapeake	Essex Community	Frederick Community	Hagerstown Junior	Harford Community	Howard Community	Montgomery	Prince George's	Total
TOTAL	0.4	1.2	2.3	0.0	0.2	2.2	0.2	1.3	0.4	0.5	0.7	0.0	3.4	2.5	15.3
Allegany	14.1	—	—	—	—	0.1	—	0.1	—	0.1	0.1	—	0.1	—	14.6
Anne Arundel	0.1	16.8	0.4	—	—	0.3	—	—	—	0.0	—	—	0.0	0.1	17.7
Baltimore	0.0	0.0	8.7	0.0	—	1.7	0.0	5.9	0.0	0.0	0.3	0.0	0.0	0.0	15.6
Calvert	—	—	—	—	—	0.3	—	—	—	—	—	—	—	2.5	2.8
Caroline	—	0.3	—	—	—	0.3	8.6	—	—	—	—	—	0.3	—	9.5
Carroll	—	—	4.1	0.1	—	0.6	—	—	2.2	0.4	—	—	0.4	—	5.8
Cecil	0.2	—	—	3.0	—	—	—	—	—	0.2	4.6	—	—	—	7.9
Charles	—	0.2	—	—	15.3	—	—	0.2	—	—	—	—	—	0.5	16.2
Dorchester	—	—	0.2	—	—	0.2	2.5	—	—	0.2	—	—	—	—	3.1
Frederick	0.1	—	0.2	—	0.1	0.1	—	—	13.7	0.6	—	—	0.3	—	15.1
Garrett	0.7	—	—	—	—	—	—	—	—	—	—	—	0.7	—	1.4
Harford	—	—	—	—	—	0.3	0.1	0.8	—	0.1	19.4	—	0.1	—	20.8
Howard	0.1	—	12.5	—	—	0.5	—	—	0.1	—	—	—	0.6	—	13.3
Kent	—	—	—	—	—	—	7.6	—	—	—	—	—	—	—	8.2
Montgomery	—	—	0.0	—	—	—	0.0	—	0.0	—	0.0	—	19.2	0.1	19.3
Prince George's	—	0.1	0.0	—	0.1	—	—	—	—	0.0	0.1	0.0	0.9	16.4	17.6
Queen Anne's	—	0.5	—	—	—	—	6.4	—	—	—	—	—	0.5	—	7.4
Saint Mary's	—	0.9	—	—	0.9	—	—	—	—	—	—	—	0.2	0.6	2.6
Somerset	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Talbot	—	—	—	—	—	—	10.4	—	—	—	—	—	—	—	10.4
Washington	0.0	—	—	—	—	—	—	—	—	16.5	—	—	—	—	16.5
Wicomico	—	—	—	—	—	—	0.1	0.1	—	0.1	—	—	—	—	0.3
Worcester	—	—	—	—	—	—	—	—	0.5	—	—	—	0.3	0.3	1.1
Baltimore City	0.0	0.4	1.9	—	—	10.2	0.0	1.1	0.0	0.0	0.1	0.0	0.0	—	13.7

PERCENT OF 1969 MARYLAND HIGH SCHOOL SENIORS  
SELECTING FOUR-YEAR PUBLIC COLLEGES IN MARYLAND  
AS A FIRST CHOICE, BY COLLEGE AND  
COUNTY OF HIGH SCHOOL ATTENDANCE

	Bowie State	Coppin State	Frostburg State	Maryland State	Morgan State	St. Mary's	Salisbury State	Towson State	University of Maryland College Park	University of Maryland Baltimore City	University of Maryland Baltimore County	Total
TOTAL	0.2	0.3	1.6	0.3	1.4	0.4	0.6	2.5	8.0	0.1	1.2	16.6
Allegany	—	—	7.8	—	—	—	0.1	0.3	2.4	0.1	—	10.7
Anne Arundel	0.5	0.1	1.7	0.1	1.3	0.5	0.5	1.7	5.2	0.2	—	12.9
Baltimore	—	0.0	1.1	0.0	0.3	0.2	0.4	4.9	7.1	0.1	2.7	16.8
Calvert	0.6	—	1.8	1.2	2.5	0.3	—	0.3	3.1	—	—	9.8
Caroline	0.7	—	0.7	0.3	1.4	—	3.8	0.3	2.7	—	—	9.9
Carroll	—	—	2.2	—	0.2	0.6	0.7	3.2	5.9	0.5	0.7	14.0
Cecil	—	—	0.7	—	0.3	—	2.8	1.6	4.6	0.2	—	10.2
Charles	0.8	—	0.3	0.2	1.4	0.5	—	—	3.9	—	—	7.1
Dorchester	2.7	—	1.7	3.7	1.7	0.5	3.0	0.2	2.7	0.2	0.2	16.6
Frederick	0.1	0.1	2.7	0.1	0.2	0.4	—	1.4	3.9	0.1	—	9.0
Garrett	—	—	2.4	—	—	0.3	—	—	4.7	—	—	7.4
Harford	0.2	—	1.6	0.2	1.1	0.1	1.1	3.8	4.1	0.1	0.1	12.4
Howard	—	—	2.6	—	0.4	0.3	1.8	2.0	7.6	—	2.9	17.6
Kent	—	—	0.6	1.8	—	1.8	2.4	1.2	1.8	0.6	—	10.2
Montgomery	0.1	—	1.6	0.0	0.1	0.2	0.2	0.7	13.7	0.1	0.0	16.7
Prince George's	0.5	—	1.9	0.1	0.7	0.4	0.4	1.2	14.5	0.1	0.0	19.8
Queen Anne's	0.5	—	1.4	0.9	0.9	0.9	—	0.5	1.4	—	—	6.5
St. Mary's	0.4	—	1.7	0.4	1.1	0.9	0.2	1.7	5.2	0.2	—	20.6
Somerset	0.8	—	—	20.3	2.0	0.4	6.9	0.8	1.6	—	—	32.8
Talbot	1.5	—	0.4	0.7	0.4	0.4	3.3	1.1	5.2	—	—	13.0
Washington	—	—	1.9	—	0.1	0.1	0.1	2.0	4.2	0.1	—	8.5
Wicomico	0.6	—	—	3.7	1.5	0.8	7.6	1.0	6.0	0.3	0.3	21.8
Worcester	0.3	0.3	0.5	2.7	1.6	1.3	6.7	2.1	6.1	0.3	0.3	22.2
Baltimore City	0.2	1.6	0.6	0.1	5.6	0.2	0.2	4.8	4.6	0.2	3.2	21.3

TABLE 11

PERCENT OF 1969 MARYLAND HIGH SCHOOL SENIORS  
SELECTING INDEPENDENT COLLEGES IN MARYLAND  
AS A FIRST CHOICE, BY COLLEGE AND  
COUNTY OF HIGH SCHOOL ATTENDANCE

	Kirkland Hall	Villa Julie	Xaverian	Baltimore College of Commerce	Notre Dame	Columbia Union	Eastern	Goucher	Hood	Johns Hopkins	Loyola	Maryland Institute	Mt. St. Agnes	Total
TOTAL	0.0	0.2	0.0	0.2	0.2	0.1	0.0	0.1	0.1	0.4	0.3	0.3	0.2	2.1
Allegany	—	—	—	0.1	0.2	0.1	—	—	—	0.1	—	—	0.1	0.6
Anne Arundel	0.0	0.0	—	0.2	0.2	0.1	—	0.2	—	0.1	—	0.5	0.2	1.6
Baltimore	0.0	0.6	—	0.2	0.3	0.0	0.0	0.2	0.0	0.6	0.9	0.5	0.1	3.4
Calvert	—	—	—	—	—	0.3	—	—	—	0.3	—	—	—	0.6
Caroline	0.3	—	—	—	—	0.3	—	—	—	0.3	—	—	—	0.9
Carroll	—	0.4	—	—	0.1	—	—	—	0.1	0.4	0.1	0.4	—	1.5
Cecil	—	—	—	—	—	—	—	—	0.3	0.3	—	0.7	—	1.3
Charles	—	—	—	—	0.5	—	—	—	—	0.2	0.2	—	—	0.7
Dorchester	—	—	—	—	—	—	—	—	0.6	—	—	0.2	0.1	0.2
Frederick	—	—	—	0.4	0.1	—	—	—	0.3	—	—	0.3	—	1.4
Garrett	—	—	—	0.2	0.2	0.3	0.2	0.1	0.1	0.5	0.4	0.2	0.3	0.9
Harford	—	0.1	—	—	—	—	—	0.1	0.1	0.1	0.1	0.3	—	2.3
Howard	—	—	—	—	0.6	—	—	0.1	—	—	—	—	—	0.7
Kent	—	—	—	—	—	—	0.0	0.1	—	0.4	0.0	0.1	0.0	0.6
Montgomery	0.1	—	—	—	0.1	0.2	—	0.0	0.1	—	—	0.1	0.0	1.1
Prince George's	—	—	—	—	0.0	0.0	—	0.0	—	0.1	0.1	0.1	0.0	1.1
Queen Anne's	—	—	—	0.6	—	—	—	—	0.9	—	—	0.5	—	1.4
St. Mary's	—	0.4	—	—	—	—	—	—	0.2	0.4	1.3	—	—	2.9
Somerset	—	—	—	—	—	—	—	—	—	0.4	—	0.4	—	0.8
Talbot	—	—	—	—	—	—	—	—	0.4	0.4	—	0.4	0.7	1.9
Washington	—	—	—	—	—	—	—	—	0.2	0.1	0.1	0.2	—	0.7
Wicomico	—	—	—	0.1	0.1	—	—	—	0.1	0.4	—	0.1	0.1	0.9
Worcester	0.3	—	—	—	—	—	—	0.1	—	0.3	—	—	—	0.6
Baltimore City	—	0.2	—	0.5	0.4	0.0	—	0.2	0.1	0.8	0.8	0.3	0.5	3.8



PERCENT OF 1969 MARYLAND HIGH SCHOOL SENIORS  
SELECTING INDEPENDENT COLLEGES IN MARYLAND AS A FIRST CHOICE,  
BY COLLEGE AND COUNTY OF HIGH SCHOOL ATTENDANCE

	Mt. St. Mary's	Peabody	St. John's	St. Joseph	St. Mary's Seminary	University of Baltimore	Washington	Western Maryland	Other	Total
TOTAL	0.1	0.1	0.0	0.1	0.1	0.3	0.2	0.6	4.6	6.1
Allegany	0.4	-	-	0.1	-	-	0.1	0.6	10.3	22.3
Anne Arundel	-	0.0	0.1	0.1	-	0.1	0.2	0.7	4.9	6.1
Baltimore	0.1	0.1	0.0	0.0	0.0	0.8	0.2	0.8	4.1	6.1
Calvert	-	-	-	0.3	-	-	0.3	1.8	6.5	8.9
Caroline	-	-	-	-	-	-	0.3	0.7	7.2	8.2
Carroll	0.2	-	-	-	-	0.9	0.2	1.3	7.5	9.4
Cecil	-	-	-	-	-	-	0.2	0.8	6.2	7.2
Charles	0.3	-	-	-	-	-	-	0.5	5.8	6.6
Dorchester	-	-	-	-	-	0.5	0.5	0.5	10.2	12.7
Frederick	0.6	-	-	0.8	-	-	0.1	0.6	3.9	6.0
Garrett	-	0.3	-	-	-	-	-	0.3	7.8	8.4
Harford	0.4	0.1	-	0.2	-	-	0.5	0.7	3.8	5.6
Howard	0.1	-	-	0.1	-	0.1	0.5	1.4	3.8	6.0
Kent	-	-	-	-	-	-	0.6	2.4	0.6	3.6
Montgomery	0.1	0.0	-	0.1	-	-	0.1	0.4	2.7	3.4
Prince George's	0.1	0.0	0.0	0.2	0.0	-	0.2	0.3	3.7	4.5
Queen Anne's	-	-	-	-	-	-	-	0.5	9.1	9.6
St. Mary's	-	0.2	-	0.2	0.2	-	0.2	-	7.7	8.5
Somerset	-	-	-	-	-	-	-	-	6.5	6.5
Talbot	0.4	0.4	-	0.4	0.4	-	0.4	0.4	8.9	11.3
Washington	0.2	-	-	0.3	-	-	-	0.9	5.1	6.5
Wicomico	-	-	-	-	0.1	-	0.8	2.6	8.6	12.1
Worcester	-	-	-	-	-	-	0.3	0.8	11.5	12.6
Baltimore City	0.1	0.1	0.0	0.1	0.3	0.6	0.1	0.3	4.4	6.0

## *Appropriations for Higher Education*

The appropriations for public education for fiscal year 1970 are shown in Table 12. The increase for higher education from State General Funds for fiscal 1970 over fiscal 1969 was \$17,617,953 or 22.4%.

TABLE 12

STATE OF MARYLAND  
APPROPRIATIONS FOR PUBLIC EDUCATION SHOWING ALLOCATION  
FOR HIGHER EDUCATION OPERATING PURPOSES FOR FISCAL YEAR 1970  
WITH PERCENTAGE INCREASE OVER FISCAL YEAR 1969

ITEM	GENERAL FUND			TOTAL <sup>a</sup>	
	1969	1970	Percent Increase	1969	1970
St. Mary's College	788,070	933,049	18.4	1,223,768	1,428,228
Univ. of Md. & St. Board of Ag.	52,174,527	58,862,752	12.8	79,332,381	91,020,190
State Scholarship Board	3,012,323	3,471,293	15.2	3,012,323	3,471,293
State Colleges:					
Bowie	1,490,639	2,270,423	52.3	2,080,427	3,252,192
Coppin	1,171,152	1,612,574	37.7	1,419,552	1,860,081
Frostburg	2,718,823	3,593,874	32.2	4,013,262	4,904,881
Salisbury	1,329,130	1,606,843	20.9	1,876,049	2,144,263
Towson	5,134,482	6,600,628	28.6	7,797,080	9,796,138
Morgan	3,941,648	4,666,961	18.4	7,441,916	8,682,217
Board of Trustees	1,104,948	1,216,816	10.1	1,104,948	1,262,816
Maryland Council for Higher Education	185,483	225,551	21.6	185,483	225,551
Maryland Higher Education Loan Corp.	355,467	624,216	75.6	355,467	624,216
State Board for Community Colleges	5,236,640b	10,571,305	101.9	5,236,640b	10,571,305
Total Higher Education	78,643,332	96,256,285	22.4	115,079,296	139,243,371
All Other Education	264,486,352	295,796,695	11.8	309,460,764	347,585,817
Total Public Education	343,129,684	392,052,980	14.3	424,540,060	486,829,188

<sup>a</sup>Includes General, Special and Federal Funds<sup>b</sup>Included in State Department of Education Budget for Junior Colleges

Source: Based on the Fiscal Digest of the State of Maryland for Fiscal Years 1969, 1970.

## CHAPTER VI

### HIGHER EDUCATION FACILITIES

#### Facilities Inventory

The Maryland State Commission for Title I of the U. S. Higher Education Facilities Act of 1963 placed responsibility in 1967 with the Maryland Council for Higher Education for the administration of a Federal grant of \$72,852 for higher education facilities comprehensive planning in conjunction with a program of the U.S. Department of Health, Education, and Welfare. The project was continued throughout 1968 and 1969 to update and refine the space inventory data forwarded by the public and private institutions. The progress and attainments of this project have been gratifying.

The systematic inventory and classification of educational space by public and private colleges has assisted their administrators by providing them with an excellent management tool. Past inventories had not been accurate, nor had the space been properly classified to permit analysis of costs, use, and future requirements. Over the past three years, the colleges have re-inventoried their space and codified it according to the U.S. Office of Education manual for classification and inventory of facilities. On-site visits and assistance were provided by the Council staff to twenty-four public colleges. Nine space inventories were completely prepared by the Council staff from information and drawings provided by the colleges or architectural firms.

Tables 13, 14, 15, 16 and 17 present the fall-enrollment at public and private institutions of higher education in Maryland and the inventory of space as submitted for the annual U. S. Office of Education Higher Education General Information (HEGIS) survey-Fall of 1969. The gross and assignable space listed excludes dormitories and related services. The latter space was excluded to enable more precise analysis of the academic and direct supporting space. It is apparent from a cursory examination of the data, that there are imbalances in the distribution of facilities. Some colleges have more space than the national averages, while others have apparent shortages.

TABLE 13

HIGHER EDUCATION FACILITIES  
TWO-YEAR PUBLIC COLLEGES

Institution	Net Assignable Square Feet Per Full-Time Equivalent Student					Net Assignable Square Ft. Per FTE Student
	Full Time Students	Part Time Students	Full Time <sup>1</sup> Equivalent Students	Gross <sup>2</sup> Square Ft.	Net <sup>2</sup> Assignable Square Ft.	
Allegheny Comm. Coll.	518	321	625	171,971	122,881	196
Anne Arundel Comm. Coll.	1,282	1,210	1,685	170,657	110,161	66
Catonsville Comm. Coll.	2,138	1,930	2,953	154,222	119,265	40
Cecil Comm. Coll.	116	200	189	66,605	60,550	320
Charles Co. Comm. Coll.	292	531	501	76,000	46,336	92
Chesapeake Comm. Coll.	323	176	382	104,555	71,825	188
Comm. Coll. of Balto.	3,067	2,567	3,922	292,784	203,966	53
Essex Comm. Coll.	1,498	1,559	2,017	131,696	94,591	47
Frederick Comm. Coll.	469	610	672	119,147	78,374	116
Hagerstown Jr. Coll.	841	411	978	88,334	53,048	54
Harford Jr. Coll.	950	840	1,230	170,519	109,351	89
Montgomery (Rockville)	3,192	1,816	3,797	364,356	265,773	70
Montgomery (Takoma)	1,222	1,088	1,585	136,650	75,037	47
Prince George's Comm.	3,193	1,978	3,852	223,205	125,773	32
Total Public	19,101	15,869	24,388	2,270,701	1,536,827	63

National Average for Two-Year Public Colleges<sup>3</sup>

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TABLE 14  
HIGHER EDUCATION FACILITIES  
TWO-YEAR PRIVATE COLLEGES

Institution	Net Assignable Square Feet Per Full-Time Equivalent Student					
	Full Time Students	Part Time Students	Full Time <sup>1</sup> Equivalent Students	Gross <sup>2</sup> Square Ft.	Net <sup>2</sup> Assignable Square Ft.	Net Assignable Square Ft. Per FTE Student
Kirkland Hall Coll.	112	4	113	19,159	12,400	110
Mt. Providence Jr. Coll.	49	61	69	24,200	14,536	210
Villa Julie Coll.	200	16	215	22,386	19,406	94
Xaverian Coll.	47	28	57	82,000	49,121	860
Total Private	408	109	435	147,745	95,463	219

National Average Two-Year Private Colleges<sup>3</sup> 100

Notes: <sup>1</sup> Full-Time equivalent students are computed by adding 1/3 x Part-time students (less Extension Students) to total Full-time students.

<sup>2</sup> Does not include dormitory or residential services facilities.

<sup>3</sup> U. S. Department of HEW-Federal Support of Higher Education July 1969.

<sup>4</sup> Existing facilities for Frederick C. C. 34,621 net assignable sq. ft. Tabulation shows new facilities now under construction.

## HIGHER EDUCATION FACILITIES

FOUR-YEAR PUBLIC COLLEGES<sup>4</sup>

Net Assignable Square Feet  
Per Full-Time Equivalent Student

Institution	Full Time Students	Part Time Students	Full Time <sup>1</sup> Equivalent Students	Gross <sup>2</sup> Square Ft.	Net <sup>3</sup> Assignable Square Ft.	Net Assignable Square Ft. Per FTE Student
Bowie State	761	849	1,044	181,000	113,577	108
Coppin State	943	630	1,153	177,234	112,552	97
Frostburg State	2,115	201	2,182	263,683	208,165	95
Maryland State	637	139	684	187,960	122,174	178
Morgan State	4,045	608	4,248	461,374	322,917	76
Salisbury State	965	140	1,012	289,756	188,342	186
St. Mary's of Maryland	448	74	473	250,000	156,321	330
Towson State	5,009	3,583	6,294	721,979	501,820	80
University of Maryland Baltimore County	2,125	161	2,179	275,010	160,334	74@
TOTAL PUBLIC	17,047	6,385	19,269	2,807,996	1,886,202	97.8

National Average for Four Year Colleges<sup>5</sup> 75.8

Notes: <sup>1</sup> Full Time equivalent students computed by adding 1/3 x part time students (less Extension students) to total full time students.

<sup>2</sup> Does not include dormitory and other residential services. Gross is computed from HEGIS information on NASIF

<sup>3</sup> NASIF reported in Fall, 1969 HEGIS

<sup>4</sup> Does not include military and seminaries for religious only

<sup>5</sup> U S Dept HEW—*FEDERAL SUPPORT OF HIGHER EDUCATION*—July, 1969

@Does not include 204,920 gross square ft. under construction and not reported in fall, 1969 HEGIS. Corrected NASIF/FTE 132



TABLE 16

HIGHER EDUCATION FACILITIES  
FOUR-YEAR PRIVATE COLLEGES<sup>3</sup>

Institution	Net Assignable Square Feet Per Full-Time Equivalent Student					Net Assignable Square Ft. Per FTE Student
	Full Time Students	Part Time Students	Full-Time <sup>1</sup> Equivalent Students	Gross <sup>2</sup> Square Ft.	Net <sup>2</sup> Assignable Square Ft.	
Balto. Coll. of Comm.	288	519	462	(leased)	14,803	32
Columbia Union	724	199	791	427,000	234,893	296
Eastern Coll.	568	—	568	54,500	50,812 <sup>3</sup>	89
Goucher Coll.	1,041	23	1,049	283,913	221,957	211
Hood	645	10	648	462,000	296,245	457
Loyola	1,074	1,992	1,738	285,774	171,824	99
Md. Inst. Coll. Art	944	56	963	125,241	85,418	88
Mt. St. Agnes	368	14	373	112,218	97,751	262
Mt. St. Mary's	1,052	12	1,056	381,904	186,906	274
Ner Israel Rabbinical	253	6	255	27,219	28,701	112
Coll. Notre Dame	680	—	715	328,693	186,906	261
Peabody Cons. of Music	342	123	383	96,000	84,408	219
St. Johns	344	3	345	250,000	157,140	455
St. Josephs	525	23	533	230,000	144,509	270
Univ. of Baltimore	2,156	2,895	3,121	173,600	120,600	39
Washington	619	16	625	303,650	170,418	272
Western Maryland	1,055	700	1,288	485,000	302,050	235
Total	12,678	6,804	14,913	4,026,712	2,553,314	171
National Average - Four-Year Private Colleges <sup>4</sup>						121.8

Notes: <sup>1</sup> Full-Time equivalent students computed by Adding 1/3 x Part-Time students (Less Extension Students) to Total Full-Time Students.

<sup>2</sup> Computed from NASF Reported in Fall 1969 HEGIS-Does not include Dormitory and related services.

<sup>3</sup> Includes leased space.

<sup>4</sup> U.S. Department HEW - Federal Support of Higher Education July 1969.

TABLE 17  
HIGHER EDUCATION FACILITIES  
PUBLIC UNIVERSITY

Net Assignable Square Feet Per Full-Time Equivalent Student						
Institution	Full Time Students	Part Time Students	Full-Time <sup>1</sup> Equivalent Students	Gross <sup>2</sup> Square Ft.	Net <sup>2</sup> Assignable Square Ft.	Net Assignable Square Ft. Per FTE Student
University of Md. (CP)			27,724	3,361,608	2,251,638	81
National Average Public Universities <sup>3</sup>						112

TABLE 18

HIGHER EDUCATION FACILITIES  
PRIVATE UNIVERSITY<sup>4</sup>Net Assignable Square Feet  
Per Full-Time Equivalent Student

Institution	Net Assignable Square Feet Per Full-Time Equivalent Student				Net Assignable Square Ft. Per FTE Student
	Full Time Students	Part Time Students	Full-Time <sup>1</sup> Equivalent Students	Gross <sup>2</sup> Square Ft.	Net <sup>2</sup> Assignable Square Ft.
Johns Hopkins (Homewood)	3,137	6,097	5,170	1,536,168	829,826
	National Average Private Universities <sup>3</sup>				137

Notes: <sup>1</sup> Full-Time equivalent students computed by adding 1/3 x Part-Time students (Less Extension Students) to Total Full-Time students.

<sup>2</sup> Computed from NASF reported in Fall 1969 HEGIS -- Does not include Dormitories and related services.

<sup>3</sup> U.S. Department HEW -- *Federal Support of Higher Education* -- July 1969

\* Full Time Equivalent Students are reported to Budget Bureau December 8, 1969

Local and State funds for capital expansion of facilities are limited; the inflation in the bond market has made it more difficult to fund capital programs. Furthermore, there are the problems of inflation of building costs. All of these factors make it important that some means be developed to improve the planning procedures for facilities in order to minimize these imbalances. A continuing study is being made by the Council to devise the ways and means to improve the facilities planning techniques and the procedures for allocating capital funds for the expansion of higher education.

In addition to the space inventory data, the colleges also collected and submitted information on the utilization of classrooms and laboratories. Although the initial reports contained some inaccuracies, they made the colleges aware of space utilization guidelines published by the Department of State Planning. A corollary benefit was the appreciation of the need for a system of recording and evaluating space use at the individual institutions as well as in the state as a whole.

Under the aegis of the Department of State Planning, members of the Council staff, and the staffs of the respective boards for the University, the State colleges and the Community colleges have been working to revise the guidelines for space modules and utilization. Upon completion of these revisions, a new study will be undertaken by the Council staff.

The Council through its committees and staff is now planning a data system which will permit the information on space, space utilization, enrollment and related data, to be stored and analyzed by electronic data processing. A study has been made of the systems in use in other states, and regions, and in the U. S. Office of Education to derive the experience of these agencies, and to insure that the Maryland system is compatible with nation-wide systems.

A second Federal grant for \$49,079 was received in August 1969 to permit continuation of the facilities inventory, to develop enrollment and capital construction projections, and to develop the necessary comprehensive data processing systems for higher education.

With the Federal grants previously mentioned, consultants have been engaged to prepare a study of facilities requirements for Maryland Public Colleges and Universities through

1978-1979. The field work and data collection have been completed for this study, and preliminary drafts of some parts of the report have been reviewed with the Council's staff. The final report which is due in 1970 will encompass the following:

- a. Enrollment projections, and recommendations concerning enrollment goals through 1978 of each public college and the University.
- b. Recommendations in regard to program consolidation or duplication.
- c. Recommendations with respect to the establishment of new public institutions.
- d. Facilities requirements by 1978 for each public institution by square feet and type.
- e. Recommended space standards and modules for various types of public higher education institutions in Maryland.
- f. Calculated capital cost of additional facilities required to accommodate 1978 enrollments.

### **Distribution of Facilities**

Figure One presents an overview of the distribution of assignable space and full time equivalent students in public and private institutions for higher education. The private sector of higher education has 37% of the facilities but only 21% of the students (FTE). It should not be deduced from the foregoing that the private colleges have the facilities to double their enrollment. It is apparent, however, that the private sector has a higher than average assignable square feet ratio per full time equivalent student as compared to the national average for private institutions, and as compared to the space available at Maryland public institutions. This condition requires further study to determine the expansion capability currently available at private colleges and universities, and the educational programs which can be supported.

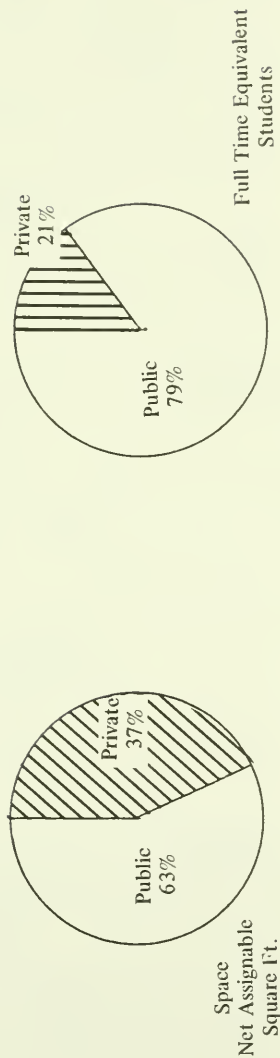
Figure 2 illustrates the distribution of space and students in each of the three types of institutions. The two year private colleges have a minimal amount of space and hence there is little potential expansion capability in that sector. On the other hand, the private four year colleges have 55% of the assignable space and only 43% of the full time equivalent students.

Figure 1

# OVERALL DISTRIBUTION OF SPACE AND STUDENTS

Maryland Colleges and Universities<sup>1</sup>

Fall 1969

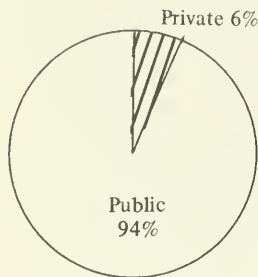


<sup>1</sup>Source: U.S. Office of Education, Department of Health, Education, and Welfare - Higher Education Information Survey - Fall 1969. Complete data on Baltimore Campus of Univ. of Md. and Johns Hopkins not available and not included.

Figure 2

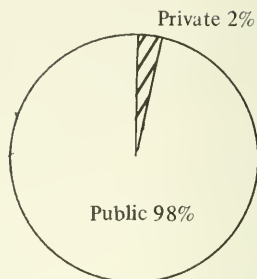
# DISTRIBUTION OF SPACE AND STUDENTS

Fall 1969

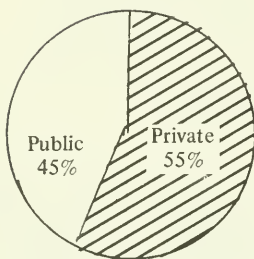


Space  
Net Assignable  
Square Ft.

Two Year  
Colleges

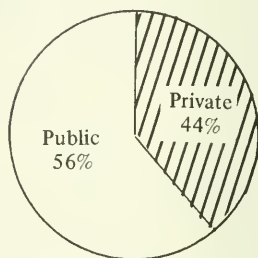


Full Time Equivalent  
Students

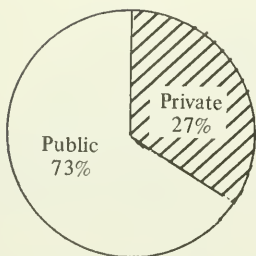


Space  
Net Assignable  
Square Ft.

Four Year  
Colleges

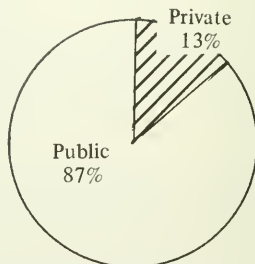


Full Time Equivalent  
Students



Space  
Net Assignable  
Square Ft.

Universities



Full Time Equivalent  
Students



In the case of the universities, the summary figures might appear to show a disproportionately high assignable space figure in the private sector, but the comparison is invalidated by the fact that the private institution concerned (Johns Hopkins) has a major commitment to graduate training and research, with a much higher ratio of graduate to undergraduate students than the University of Maryland. Nor do the crude figures take into account needs for renovation of obsolescent facilities or possible shortages in student housing and other auxiliary facilities.

Nevertheless, substantial expansion of the enrollment in the private sector seems feasible without a proportionate expansion of capital facilities.

The Maryland Council for Higher Education has previously expressed its concern for private higher education and the need for a study of the financial and other problems related thereto. It is considered a matter of urgent concern that the available capacity as well as the financial needs of private colleges and universities be studied and resolved. There are significant potential savings to the State if this can be accomplished successfully. For example, if an assumption is made that the cost of new facilities for each full time equivalent student is \$6,000, then the potential savings in capital costs to the state is \$6,000,000 per thousand FTE students. In addition, the State could realize a savings in operating costs. The recent report of the Governor's Operating Economy Survey indicated an average cost of \$2,200 per student. If means can be devised to enroll an appreciable portion of the increasing number of college students in private colleges and universities, then the State would not only achieve the financial gains, but equally important, would contribute to the preservation of private higher education in Maryland. The Council is cognizant of the problems involved and plans to continue its studies in search of workable solutions.

The public four year colleges also appear to have some expansion capability perhaps 10-15%; however, this is barely adequate to meet immediate growth. Before any firm conclusions can be drawn from these analyses, a more detailed study will be required to evaluate the use and distribution of space by various classifications. This study is currently in process.

## Conclusions

Private four-year institutions in the State have assignable space to accommodate a substantial increase of enrollment, amounting to several thousand additional students. There would be an appreciable savings to the State in terms of capital construction and annual operating costs if a means can be devised to channel some of the growth in enrollment to private institutions.

## **CHAPTER VII**

### **OTHER COUNCIL STUDIES AND ACTIVITIES**

#### **FYI's and Data Sheets**

In continuing its efforts to inform the citizens and leaders of Maryland about Council activities and the current status of studies, the Community Viewpoint Committee published and distributed a number of "For Your Information" (F.Y.I.) reports. These concise reports on higher education are available upon request.

While meeting its responsibility to collect, compile, prepare and disseminate data, the Council frequently has at its disposal information that can be of great assistance to those responsible for higher education in the State. During the past year, as a prelude to publishing a "Data Handbook", the Council began distributing basic data in the form of "Higher Education Data Sheets". Publication of data and distribution via data sheets will continue as data become available. Like the F.Y.I.'s, data sheets are available on request. Interested persons should contact the Council and request that they be added to its mailing list specifically for receipt of these materials.

#### **Study of Higher Education Library Coordination -- Phase Two**

As a follow-up to a 1967 Council study, a nationally-known expert in the field of library development was engaged to develop a ten-year growth plan for libraries in the State's community colleges, four-year liberal arts colleges and the University in cooperation with the private institutions.

This research study emphasizing a coordinated approach to library services, includes the development of formulas for support and standards in the areas of collections, staffing, facilities and collaboration.

#### **Data Development**

Continued development of a data storage, retrieval and

reporting system has been carried on during the past year. In addition, data have been edited and coded for storage in the Council's Data Bank. The Council now has a system that will generate its reporting programs. Once skill and experience are gained in the use of this system and proper supportive staff can be obtained, the Council will be able to recall data and prepare print-outs on a variety that affect higher education.

### **Coppin State College Study**

The General Assembly of 1969 requested that:

The Maryland Council for Higher Education re-evaluate the future of the college and determine whether or not its potential for expansion should be limited to specialized training of teachers for the mentally retarded and others, rather than expanding its curriculum into a wide variety of fields for which facilities cannot be made available.

Subsequent to this referral by the Legislative Assembly, the Board of Trustees of the State Colleges raised the issue of the future growth of Coppin State College with the Council and requested staff assistance in formulating a statement on Coppin State College. A statement of the Board of Trustees of the State Colleges on Coppin dated May 5, 1969, was made available to the Council so that it could be taken into consideration by the Council in developing its recommendations.

Meanwhile, the Council had received the Governor's request for a study on the proposal of Morgan State College to be accorded university status. The Council felt that, since Morgan, Coppin and Towson State Colleges, and the Baltimore County Campus of the University of Maryland serve the same geographical area, and since any major change in the role and scope of any of these institutions would have an impact upon the others, it would include the study of Coppin State College as part of its study of the larger issue of the higher education needs of the Baltimore metropolitan area. (The results of this study are contained in Chapter IV)

## Maryland State College Study

The question of the role and future of Maryland State College at Princess Anne has been raised numerous times over the years. In 1967, the Council studied a proposal that Maryland State College be merged with Salisbury State College as the "Eastern Branch of the University of Maryland." After study, the Council did not support this proposal, but recommended instead that the University of Maryland direct more of its resources toward the development of Maryland State College and that it remain under the jurisdiction of the University.

In June, 1969, a special committee of the University of Maryland submitted to the Board of Regents a Study and Report on the Feasibility, Cost, and Consequences of Developing Maryland State College as an Integral Part of the University.

In September, 1969, the Board of Regents gave tentative approval to its committee recommendation that Maryland State College be made an integral part of the University. Final approval was to be subject to additional information and study. At the same time, the Board of Regents requested comments and reaction from the Maryland Council for Higher Education.

The Council provided additional information, study and analysis together with recommendations to the Board of Regents. (These recommendations are contained in Chapter II)

### **"Dialogue on the Future"**

In the Spring of 1969, the Council's Committee on Community Viewpoint sponsored a public meeting at the Johns Hopkins University to provide an exchange of ideas as to the directions higher education should take in the future. Keynoted as a "Dialogue on the Future," the meeting was attended by civic and business leaders as well as by members of the higher education community. Major presentations centered upon the role of private higher educational institutions, medical manpower needs, and development of Phase Two of Maryland's Master Plan for Higher Education.

## Study of Articulation Among Higher Educational Institutions

The Council has also addressed itself to problems of articulation among institutions of higher education in the State. Recommendations D-5 through D-9 (pages 4-13 to 4-15) of the Council's Master Plan — Phase One, published in November, 1968, focused primarily upon problems encountered when students transfer from the community colleges to the public and private four-year colleges and universities of the State. Since then, the Council has taken a more active part in studying ways of resolving difficulties experienced by students transferring from one institution to another institution, even of the same type.

To study the problem of articulation further, the Council appointed a committee consisting of Dr. Louis L. Kaplan, Chairman, and Mrs. Howard G. Crist, Jr. and Mr. Edmund C. Mester, representing respectively the State University, the public community colleges and the State four-year colleges. The committee held two meetings in the Spring of 1969. The first, on May 8, explored with representatives of the State's public and private two-year colleges some of the problems students were known to have encountered in transferring to four-year colleges and universities, both within and outside of the State. At a second meeting, on May 27, the committee discussed the implications of these problems with representatives of Maryland's public and private colleges and universities. On the basis of information obtained at these meetings, the committee recommended that the Council fund a statewide study on the problems of articulation along lines proposed by the University of Maryland and similar to the approach used in the national study "From Junior to Senior Colleges: A National Study of the Transfer Student" by Dorothy M. Knoell and Leland L. Medsker for the American Council on Education. The Council will use the manpower resources of the Office of Institutional Research of the University of Maryland in conducting this study.

### Progress Reports in Expansion of Medical Education Facilities of the Universities

The Council in two of its recent publications, *A Projection*



*of Maryland's Health Manpower Needs Through the 1980's and the Master Plan for Higher Education in Maryland, Phase One* recommended that:

The University of Maryland and The Johns Hopkins University (should) proceed promptly to develop plans for the expansion of medical education facilities in consultation with one another and with the Maryland Council for Higher Education, the State Planning Department and the Maryland Comprehensive Health Planning Agency. A progress report on such planning for expansion should be made to the Maryland Council for Higher Education by July 1, 1969.

The progress reports referred to in the recommendation have been received by the Council. In summary, the progress reports indicate the following:

(1) A faculty committee of the University of Maryland School of Medicine has recommended to the University's Board that the School's capacity be expanded to accomodate incoming classes of 200 students (compared to 155 students in the 1971 plans) at such time as adequate funds and facilities are made available. The committee estimated the capital outlay needed for such an expansion of facilities to be \$14.6 million at current construction costs.

(2) Progress is also being made in meeting the State's needs in the Dental Health Manpower area. Facilities available at the University of Maryland in September, 1970 will provide for entering class sizes of 128 students (compared to 105 students at present), and may be expanded to accomodate 160 entering students if funds are available. The progress report suggested, furthermore, that a substantial increase in the availability of dental health services could be realized expeditiously through increased use of auxiliary dental health personnel. Baccalaureate or two-year programs for the training of dental assistants will be initiated or expanded in the near future at the University of Maryland, the Community College of Baltimore, and Allegany Community College. The report concludes that, in view of such



progress, the establishment of a second dental school in the State is not urgent.

(3) The Johns Hopkins University presently intends to expand its production of physician manpower from its current class size of 95 students per year in two phases.

Both phases of expansion would involve a cross-disciplinary approach. In the first, and more immediate phase, 10 additional students per year would be accepted under a "medical scientist" (M.D.-Ph.D.) program with training in the social and behavioral sciences as well as in medicine. In the second phase, an additional 30 to 35 students would be accepted for training in new programs, again combining social and behavioral education with clinical medical training. These programs would be undertaken by the School of Medicine in conjunction with the School of Hygiene and Public Health, the Faculty of Arts and Sciences, and other resources available to the University. Together, these two phases of expansion would raise the University's capacity in the physician manpower area to a level of approximately 150 students per year.

### **Recommendations**

Recommendations for support of existing Medical Schools and the creation of a Task Force to keep tabs on Medical Manpower requirements are contained in Chapter II.

## **APPENDIX**

### **PROPOSAL FOR AMENDING**

#### **Article 77A — Sections 28-32**

#### *MARYLAND COUNCIL FOR HIGHER EDUCATION*

*Section 28. Establishment, composition, appointment of members, qualifications; terms, vacancies, expenses.*

*(a) There is established the Maryland Council for Higher Education hereinafter referred to as the Council. The Council*

shall make plans and recommendations for the coordinated growth and overall development of higher education in the State. The Council shall achieve this objective through the exercise of its assigned duties and functions as set forth in this chapter, in conjunction with other appropriate agencies. The Council shall consist [consisting] of thirteen members who shall be appointed from the citizens of the State by the Governor with the advice and consent of the Senate. The members of the Council shall be selected by the Governor solely by reasons of their demonstrated interest in the broad range of higher education, their knowledge and understanding of its needs and problems and their devotion to its cause, but not more than two members shall have attended the same institution of higher learning. Each member shall be appointed for a term of six years from the first Monday in June in the year of his appointment, provided that of the initial appointments three shall be for terms ending the first Monday of June, 1966, three shall be for terms ending the first Monday of June, 1968, and three shall be for terms ending the first Monday of June, 1970, respectively. Each member shall serve until his successor qualifies and shall be eligible for reappointment. In the case of any vacancies, the Governor shall appoint a successor to the unexpired term.

(a-1) The four members added to the Council in 1968 shall be appointed by the Governor from persons having qualifications similar to those in subsection (a), except that one shall be a [representation] *representative* of the University of Maryland, nominated by the Board of Regents of the University of Maryland, one shall be a [representation] *representative* of the State Colleges nominated by the Board of Trustees of the State Colleges, one shall be a member of the State Board responsible for Community Colleges, and one shall be a representative of the several private institutions of higher education in this State. Of the first four persons appointed under this subsection, one shall be appointed for a term of three years, one for a term of four years, one for a term of five years, and one for a term of six years.

(b) The members of the Council shall serve without compensation but shall be paid their reasonable and necessary expenses when engaged in the discharge of their official duties.

*Section 29. Meeting, quorum, record, chairman, rules of procedure, director of research, employees.*

(a) The Council shall meet regularly at such times and places as it determines. Each member shall have an equal vote on all matters before the Council, and a majority of the Council shall constitute a quorum for the transaction of business. An accurate and complete record shall be kept of all meetings. The Council shall select its own chairman and, subject to the provisions of this subtitle, it may make all necessary and proper rules for the transaction of its business and the performance of its functions.

(b) The Council shall appoint a director [of research] who shall not be subject to the provisions of Article 64A of this Code, title "Merit System" and who shall perform such functions as the Council may prescribe; and the Council may employ such other assistants as are in the budget provided. The director [of research] and all professional and clerical employees of the Council shall be eligible for membership in, and shall become members of, the Teachers' Retirement System of the State of Maryland. The salaries of all employees and the administrative expenses of the Council shall be as provided in the annual budget.

*Section 30. Duties and functions.*

(a) Studies and recommendations; preparation of programs; investigations; securing etc., certain data. It shall be the duty of the Council *to make plans and recommendations for the coordinated growth and overall development of higher education in the state*, to conduct studies concerning the various aspects of public higher education in the State, to report the result of its researches, and to make recommendations to the governing boards of the public institutions of higher education and to appropriate State officials with respect to the matters it has considered. The functions of the Council shall include the following:

- (1) Preparation of programs for the orderly growth and overall development of the State system of

public higher education to meet trends in population and the changing social and technical requirements of the economy;

- (2) Investigation *and evaluation* of the needs throughout the State for undergraduate, graduate and adult education, for professional and technical training and for research facilities, and presentation of plans and recommendations for the establishment and location of new facilities and programs *or for major alterations in existing programs or facilities.*
- (3) Study and [advise] *make recommendations* regarding the State-wide coordination of the activities of the [public] *appropriate agencies, and* institutions of higher learning, academically, administratively, and fiscally, with the objective of achieving the most effective and economical employment of existing education facilities and of fostering a climate of cooperation and unified endeavor in the field of public higher education.
- (4) Securing, evaluating, compiling and tabulating data, statistics, and information on all matters pending before or of interest to the Council, from the agencies and institutions having custody of and responsibility therefor; and these several agencies and institutions shall respond to and comply with any reasonable request of the Council for such data, statistics, and information.
- (5) *Articulation of higher education programs with the public education programs of the State Board of Education and Superintendent of Schools.*
- (6) *Development of plans and programs for interstate and regional cooperation and reciprocal agreements in higher education.*
- (7) *Study and make recommendations regarding the*

*coordination of State and Federal objectives and support of higher education.*

- [5] (8) Such other studies and reports concerning public higher education as the Governor or General Assembly may from time to time request.

(b) Annual report. The Council shall submit to the Governor and to the General Assembly each year at the beginning of the session of the General Assembly, an annual report of its activities, including a report of the nature, progress or result of any studies it has undertaken or completed, together with such plans or recommendations respecting public higher education as may be appropriate.

### *Section 31*

(a) Any institution [for], *board or agency concerned with* higher education which has functions and programs within the scope of the duties, functions, and interests of the Council, and which submits any program, plan or proposal to any official or agency of this State, shall at the same time furnish a copy of the program, plan or proposal to the Council for such recommendations as may be appropriate.

### *Section 32. Nature of Council's Power.*

Nothing in this subtitle shall be construed as granting to the Council any power [other than of an advisory nature] *not expressly provided in this chapter.*

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